1;Redfield E-5 (1926-1927) 1930
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the towers of the church. Periods of revolution temporarily scattered the people and retarded development. 175 [731]

In the second half of the nineteenth century Tepoztlán reached its highest level of development. This was largely due to the activities of José Guadalupe Rojas, and later members of the same family. Under their influence the schools of the church were supplemented by night schools for adults, an attempt was made to publish a local newspaper; an "academy" was founded for the conduct of discussions in the Nahuatl language. This period of local brilliance coincided with the general peace attending the régime of Díaz. Much of the sophistication attained during this era was lost during the revolution of 1910–21. Then for a time Tepoztlán was entirely depopulated, and intellectuals, such as the members of the Rojas family, never returned. [871] [669]

After the first invasion of conqueror and of priest, it is doubtful if many persons of Spanish blood came to live in Tepoztlán.[1] The contacts with Europeans were effected by the movement of Tepoztecans to Mexico City or to other cities. These movements, frequent and accelerated by periods of revolution, have continued for four centuries. In a straight line—if it 144 177 [167]

[1] A document in the National Library of Paris, dating from the last decade of the seventeenth century or the first decade of the eighteenth, includes a census of pueblos in the Cuernavaca region. This gives for Tepoztlán 885 heads of families (*vecinos*), 2,628 persons (*almas*), that were Indians; 55 heads of families, 223 persons of *otras castas*—no doubt whites and *mestizos* (Manuel Mazari, art., "Un antiguo padrón itinerario del estado de Morelos," p. 151). The amount of white blood probably declined after this period.

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CHAPTER X

LITERACY AND LITERATURE

212 The latest Mexican census, that of 1921, enumer-
[162] ated 782 adult males living in the *municipio* of Tepoz-
tlán;[1] of these, it was reported, 438 could read and write. Even when allowance is made for the readiness of the census-taker to report an individual as literate on the slightest evidence, it remains probable that about half of the adults of Tepoztlán can to some de-
[191] gree read and write Spanish. Spanish is the only lan-
[871] guage of the schools; therefore the proportion that can write Nahuatl is certainly much smaller.

[12] Nevertheless, judged by the standard of the modern city, these people are illiterate. And because they are so judged, and because they tend so to judge themselves, they are an illiterate folk, not a preliterate primitive people. Their pre-Columbian ancestors were a preliterate people, for the writing of the Aztecs was no doubt an esoteric art, confined to the priestly class.

871 The first secular school was established in Tepoztlán in the middle of the nineteenth century, but at various periods during the three centuries that preceded that
872 time there were schools of the church. Today two schools are maintained in Tepoztlán, one by the state of Morelos and the other by the federal government.

[1] A total of 3,836 individuals.

1:Redfield E-5 (1926-1927)1930
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dependents came there, they must at once have constituted an aristocracy of Spanish culture. This must have been but one of a series of periods of development and partial sophistication that were successively interrupted by periods of disorder. There are other fragments of heavy wall at the north side of the town; all memories of their meaning have apparently disappeared. The latest of these eras of order and urbanization was coincident with the Díaz régime. In the middle of the nineteenth century a family of educated people moved to Tepoztlán from another state. This family contributed the priest, a teacher, and several other members of the Tepoztecan intelligentsia. During this period the first secular school was opened. Several attempts were made to publish local newspapers.[1] In 1895 Francisco Rodriguez, a Tepoztecan who was educated as an engineer, called the attention of the scientific world to the large pre-Columbian temple situated above the town, and reported upon it to the International Congress of Americanists.[2] The work of excavation was done largely by Tepoztecan volunteers. A museum was established in

[1] "More than a half a century ago, nevertheless, literary productions were published in Tepoztlán; nevertheless, the press has hardly been introduced to the population. We remember, for example, 'El Xocoyotzin' of Don José Guadalupe Rojas,—a man never well understood,—a small periodical which was devoted to adult and infant education. A little later, with the introduction of a press in 1882, appeared in the public light 'El Liliputiense,' 'El Mosquito,' 'El Grano de Arena' and still others which were devoted to the development of culture and the illumination of the people" (*El Tepozteco*, a newspaper published by Tepoztecos in Mexico City in 1921, issue of October 1).

[2] F. Rodrigues, art., "Descripción de la pyramide llamada Casa del Tepozteco. . . ."

2:Lewis E-5 (1943-1948) 1951 NU37 Tepoztlan NU37

NATIONAL AND STATE HOLIDAYS

The commemoration of the dates of national independence is assuming more and more importance in Tepoztlán. Thanks to the labor of the school, the national holidays of September fifteenth and sixteenth have become outstanding fiestas in the village—only the Carnaval is still more popular. Preparations are begun at least two months prior to September fifteenth. The children are the first to begin the campaign in the homes, for they are told by their teachers to ask for new uniforms for the parade. Despite the burden of such expense, many parents purchase the uniforms. All the local officials, the president, the councilmen, the judges, the director of the school, and the collector of rents, prepare for the event and all attend. Speakers from the governor's office in nearby Cuernavaca are usually invited, and the populace turns out to hear them.

The state of Morelos has its own civic fiestas which are celebrated with considerable flourish. Among the most important are the celebration of the birthday of Father Morelos, after whom the state was named, and the birth and death of the great General Emiliano Zapata, the most popular hero in the state. As in the case of the national fiestas, the school is the organizing and driving force in the celebration of these fiestas; however, they are not on as large a scale as national fiestas. The teachers and the school director generally make speeches, reviewing the great achievements of the hero Zapata, and they do not fail to point out that at least five of Zapata's generals were from Tepoztlán. In addition to these local celebrations, Tepoztecans often send a delegate to the official state celebration of Zapata's birthday.

The state also has its popular song writers, and its songs dwell on local history or local scenes, easily recognized as Morelos songs by the lyrics if not by the music.

MOVIES

Mexican movies have also broadened the Tepoztecan view of Mexico and the world. More and more the younger generation see an occasional movie in Cuernavaca, and sometimes a movie comes to Tepoztlán to be shown in the plaza at a small cost.

ADMINISTRATIVE FACTORS

At least half a dozen federal government agencies have files on Tepoztlán. These files contain correspondence with the village and provide us with a more or less objective record of Tepoztlán and national agencies. Most of the files date from the early twenties and reflect the increasing role of these agencies in village life in the post-Revolutionary period. The agencies which have the fullest records are the Departamento Agrario, Forestal, Asuntos Indígenas, Economía Nacional, Salubridad, and Asistencia Social.

It is not my purpose to give a detailed account of all the federal agencies which may directly or indirectly influence Tepoztlán. However, the more salient ways

2:Lewis E-5 (1943-1948)1951 NU37 Tepoztlan NU37

during the busiest parts of the agricultural cycle are considered a good number.

The relations between employer and employee are generally characterized by a spirit of mutual cooperation as well as by a recognition of equality of status. The employer usually works side by side with his workers, addressing them in *tú* if they are his own age and in *Vd.* if they are older. In most cases a *peón* works for another only if he receives good treatment, and frequently feels that by working he is conferring a favor upon the employer. It is common for a laborer to quit a job if the employer is too imperious, demanding, or vigilant. Even in Cuernavaca, Tepoztecan workers have a reputation of being "too independent" and sensitive to slights.

There are few full-time domestic servants in Tepoztlán. Women may be hired to assist in households during fiestas, at the birth of a child, or when the mother is seriously ill. Several well-to-do families hire a laundress regularly. The absence of a servant class is in striking contrast with European rural villages and is evidence of the essential classlessness of Tepoztecan society. When domestic help is needed, it is common to call upon relatives and friends. There is a reluctance to hire maid-servants because it reduces the privacy of the home. When it is unavoidable, servants are sought from among the other villages of the municipio rather than within Tepoztlán itself. Conversely, women consider it humiliating to be servants. Orphans or the daughters of the very poorest families seek such employment, and they prefer to work in Cuernavaca or Mexico City rather than in their own village.

EDUCATION

Less than twenty years ago the distinction between the *cultos* (educated) and the *ignorantes* (ignorant) was based on the ability to read and write. With the spread of education this no longer holds. The graduates of the local school and even of the secondary schools are no longer considered *cultos*. The status of *culto* is now applied primarily to lawyers, doctors, and dentists, who live in the city, and to a few local residents who dress in city clothes, write a good letter, run a typewriter, use big or unusual words, and are intelligent and well informed. A *culto* does not necessarily have to be citified or schooled in modern ways, for one of the best known *cultos* is an old candlemaker famous for his study of Náhuatl and for his skill in speaking that ancient language. *Cultos* generally receive respect and admiration, although they are not above criticism if they have undesirable personality traits. For example, one of Redfield's principal informants was described by many of my informants as a man who was *culto* but who was also *chiflado* (lightheaded).

POLITICS

The *políticos* are the local leaders who are active in politics, and as such have a special status in the village. They have many "friends" and *compadres*, and have influence with local and state officials. They generally know how to talk well, and often act as representatives for the more retiring and humble villagers in their dealings with state or federal agencies.

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TABLE 56. Enrollment in Central School, 1941-1948.

Year	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		Total		Total
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
1941	86	55	82	57	48	22	29	37	26	9	23	8	294	188	482
1942	77	69	76	44	53	26	33	34	21	11	14	6	274	190	464
1943	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1944	89	80	78	68	64	56	56	38	31	19	13	19	331	280	611
1945	77	86	66	53	53	53	39	31	28	19	21	14	284	256	540
1946	83	68	72	72	74	61	50	52	35	24	30	20	344	297	641
1947	80	66	62	65	89	59	48	50	29	23	30	12	338	275	613
1948	99	68	61	68	93	63	65	63	44	34	26	19	388	315	703

[p. 384]

Enrollment in Central Kindergarten, 1941-1948.*

Year	1st Grade		2nd Grade		3rd Grade		Total		Total
	B.	G.	B.	G.	B.	G.	B.	G.	
1941	17	18	26	21	18	25	61	64	125
1942	28	32	10	18	20	29	58	79	137
1943	..	..	..	..	..	..	..	..	..
1944	11	17	13	14	28	29	52	60	112
1945	12	4	10	16	16	21	38	41	79
1946	8	11	27	13	38	25	73	49	122
1947	13	15	11	8	21	15	45	38	83
1948	..	..	22	27	24	18	46	45	91

* The kindergarten is divided into three grades. The first is for the children of four years, the second for five-year-olds, and the third for six-year-olds.

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In any one year, school enrollment is highest in the first and second grades and successively lower in the third, fourth, fifth, and sixth grades. As each class is promoted, the number of pupils declines. 871

For example, if we follow the class of 1941 from the second grade we find the following drop in enrollment:

Year	*Grade*	*Enrollment*		*Total*
		Boys	*Girls*	
1941	Second	82	57	139
1942	Third	53	26	79
1943	Fourth	—	—	—
1944	Fifth	31	19	50
1945	Sixth	21	14	35

Between the second and third grade, the drop in enrollment was over 40 per cent. Although the average decline is less than that, it is high enough to reflect the negative attitude of parents toward education. The ability to read and write on a simple level satisfies the standards of most mothers and fathers.

Despite this widespread attitude, total school enrollment has increased steadily. There has been an increase of more than 50 per cent in school attendance between 1941 and 1948. In 1941, approximately 49 per cent of the children between age six and fifteen were enrolled in school. A greater proportion of boys (56 per cent) of this age group than girls (41 per cent) went to school. In the other six years for which we have figures, the enrollment of girls is consistently less than boys in each age group.

According to the teaching staff of the central school (see Fig. 56), the most serious problem is attendance. Absence from school is extremely high during all the important fiestas and in the months of June and July, when there is a great deal of work in the fields. Truancy among boys in the third and fourth grades is also high. Only a minority of the parents feel obligated to give school priority over such activities as helping at home or in the field, and this minority is generally in the middle economic group. The wealthy, who own many animals, and the poor, who "have nothing," depend more upon their children's labor. The school staff is helpless in putting pressure on those parents who keep their children home from school, and must depend upon the local officials whose policy it is to do nothing to incur the anger of the voters unnecessarily. 872 [646]

Tardiness is also a serious problem since parents, in general, are not time conscious, and often keep a child at home until he has completed his chores. This situation has been met by ringing the church bell each morning and afternoon, and by arranging a competition for punctuality among the classes. [805]

In the kindergarten and first grade, the fearfulness and crying of the children are problems. Each year, at the beginning of the term, five to eight children cry chronically and must be sent home. The first-grade teacher observed that the children who had attended kindergarten before entering her class showed much 872 866

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cause these innovations occurred within such a short period, their effects were mutually reenforcing and the tempo of change was accelerated. The road broke down the barriers of isolation and gave Tepoztlán easy access to new markets; the granting of *ejidos* supplied a somewhat broader land base, thereby increasing production; the corn mills improved the lot of the women and gave them free time which they could devote to commerce and other gainful occupations. The villagers obtained a new source of income from the sale of their *ciruelas* and other fruits which gained commercial value after the means of communication were improved. The road was also responsible for the tourist trade, more frequent social contacts with Cuernavaca, and indirectly the changes in clothing styles. The bus lines have affected village life in more ways than simply that of improving means of communication. They have become a new economic and political force in the village and a new source of conflict. Each line has built up a following of members who have a direct economic interest in their cooperative. The relatives and *compadres* of these members are also involved in the conflict, and the village is again divided into factions. Furthermore, the directors of the cooperatives are beginning to take political control out of the hands of the peasants. The employees of the bus cooperatives now constitute the first important group of non-farmers in Tepoztlán.

The school has been an extremely important agent of cultural change in the village in the past twenty years. As we have seen, enrollment soared from less than 100 in 1926 to over 700 in 1948. The school has increased literacy; has taught the children new standards of personal hygiene and cleanliness; has familiarized them with toilets, running water, and showers; has introduced new games and a spirit of group play lacking before. The school has become the symbol of the new in Tepoztlán; it has made for a greater identification with the nation. The school also has been a great socializing factor. It is breaking down barrio localism and is making for friendships between individuals in different parts of the village. The school has offered new outlets for emotional expression.

PATTERNS OF CHANGE

In the preceding pages we have focused primarily upon the changes which have occurred in each of the major periods considered. But there have also been stable elements which have persisted almost intact, not only during the past twenty years, but since the beginning of the colonial period. This is all the more striking because of the proximity of the village to Mexico City and Cuernavaca. Perhaps the greatest stability has been in agriculture. The tools and techniques have remained essentially the same. Corn and beans are still the major crops. The agricultural economy is still primarily a subsistence economy. Tepoztlán has managed to hold its communal lands throughout this period, primarily because these lands are poor and undesirable to the near-by haciendas. This has been a primary factor in stabilizing Tepoztecan economy, although on a subsistence level with a low standard of living.

The persistence of Náhuatl is also noteworthy and was probably related to the class character of the society. It was primarily *caciques*, merchants, and artisans,

3:Lewis E-5 (1943-1957) 1960
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leading Mexican banker who wanted to build a home in the village negotiated for over a year before he succeeded in buying a modest-sized idle plot of land whose owner was living in Mexico City. By 1956, Tepoztecans had sold almost forty plots to as many outsiders for building homes in the village and in the lovely valley below. Tepoztecan middlemen are now speculating in land because of the steadily rising prices. A village site valued at about 50 centavos per square meter in 1943 sold in 1957 for as much as 12 pesos a meter (100 centavos to the peso).

Tepoztlán has become an international tourist colony. The non-Tepoztecan home owners now include native Mexicans, naturalized Mexican citizens of Spanish, French, German, Dutch, Japanese, and Italian ancestry, and a few Americans. Few of these people live in the village the year around but spend their holidays and vacations there. The construction of thirty-five new homes for the foreign colony has given employment to some Tepoztecan masons and day laborers. Some of the building materials—stone, sand, and tiles—also have been purchased locally. A number of the families have taken Tepoztecan girls as domestic servants both in the village and in their Mexico City or United States homes, and about a dozen Tepoztecans have jobs as caretakers. The colony also provides some additional income to local meat and milk dealers and other merchants. On the whole, the "foreigners" form few friendships in the village and except for the *Carnaval* participate very little in village affairs. It is said that most of the outsiders opposed the campaign to bring electricity to Tepoztlán for fear that it might spoil the primitive rustic quality of the village. It should be noted that among the non-Tepoztecans who have lived in the village are some of Mexico's leading intellectuals and artists and a few doctors. Some of these men have taken a great interest in the villagers and have helped them in their efforts to build a new high school, to obtain city water, and most recently (June 1958) to procure electricity.

Other forms of tourism have also grown rapidly and tourist facilities have improved. Most important has been the conversion of the banker's private home into one of the most charming resorts in Mexico, the *Posada del Tepozteco*. Since the late forties, Mexican and Hollywood movie producers have used Tepoztlán as the setting for a number of movies.

Since 1943, educational facilities have been expanded in the village. Two new schools built in the larger barrios gave the village a total of four elementary schools. Attendance rose from about 750 in 1950 to over 900 in 1956. In 1950, a high school was completed, and attendance rose from 54 in the first year to 110 in 1956. Boys still predominate over girls in both elementary and high schools. The surrounding villages have begun to reach out for higher education and now send their children to the central high school in Tepoztlán. Each year a number of Tepoztecan high-school graduates go on to the university in Mexico City.

In the past ten years bus travel to Cuernavaca has almost doubled and travel to Mexico City also has increased. On an average week day approximately 500 Tepoztecans take the bus to Cuernavaca to work, shop, study, sell produce, and to find recreation. Some of the peasants now think it worthwhile to take the bus to their *milpas*, a distance of two or three kilometers, rather